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ABSTRACT

A vocational English-as-a-Second Language program for limited-English-proficient adults enrolled in North Orange County Community College District courses was developed to meet the needs of this population. The limited-English-speaking population of the district is an immigrant and refugee population with people from a variety of language backgrounds, cultural and ethnic heritages, prior work experience, and educational background, especially Hispanic and Indochinese. After identification of the language, vocational, and personal growth needs of these people, the Vocational English-as-a-Second Language (VESL) program (called WORLD, for Work Oriented and Related Learning Development) was designed and implemented. The program components include a master plan, curriculum, general and daily lesson plans, textbook selection, and new instructional materials. Evaluation techniques include selection of a standardized English proficiency test for limited-English-proficient adults as well as a plan for administration. The evaluation methods were designed to monitor students' progress in vocational language proficiency, acceptance into the vocational programs, acceptance into higher education, earning vocational competency certificates, and employment and upgrading. The program consists of pre-VESL instruction prior to occupational training enrollment, concurrent VESL for machine shop and for business skills, and industry VESL for employees in a food processing plant. (The materials used in the program are included in the document, which also contains an extensive bibliography.) (KC)

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WORLD PROGRAM DESCRIPTION, GOALS AND OBJECTIVES

Vocational English-as-a-Second Language

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North Orange County Community College District
Fullerton, California

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1982

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WORLD PROGRAM DESCRIPTION, GOALS AND OBJECTIVES
Vocational English-as-a-Second Language

The purpose of this program is to develop, implement and evaluate a Vocational English-as-a-Second Language program for limited English proficient adults enrolled in North Orange County Community College District, that meets the needs of this specific population. The limited English speaking population of this district is an immigrant and refugee population with people from a variety of language backgrounds, cultural and ethnic heritages, prior work experience and educational background.

Projections of a recent task force estimated that the Hispanic and Indochinese populations of the areas served by the district would continue to grow. Serving the vocational education needs, vocational English needs in particular, of this burgeoning population was a major concern of the administration of North Orange County Community College District.

Elements of the problems of these limited English proficient population groups were identified as a need for instruction in language in general, and [illegible]ational training, both vocational language and vocational skills, in particular. Aspects of the vocational English program that meet these needs provide for personal growth of the participants, especially with respect to the cultural aspects of the United States "world of work" and vocational training. A career ladder for the participants has been designed to enlarge their range of skills and abilities, and to better their employment opportunities.

The WORLD Vocational English-as-a-Second Language (VESL) Program was designed and implemented complete with a master plan, curriculum, general and daily lesson plans, textbook selection and authoring of new instructional material. Evaluation techniques included selection of a standardized English proficiency test for limited English proficient adults as well as a plan for administration. The evaluation methods designed monitor effectiveness with regard to students' progress in vocational language proficiency, acceptance for enrollment in the vocational programs (designed for English proficient), acceptance for enrollment in higher education, earning vocational training competency-based achievements (i.e., certificates), and employment and upgrading.

The vocational linguistic model was established with

emphasis on vocational criteria. The expanded plan was operational and functional, allowing for further vocational diversity as needs emerged. Vocational English-as-a-Second Language curricular content was developed to correlate with competency-based criteria of vocational training programs that are currently on-going in the district, namely Machine Shop and Business Skills. The developed VESL program consists of Pre-VESL prior to occupational training enrollment, Concurrent VESL for Machine Shop, Concurrent VESL for Business Skills and Industry VESL for employees in a food processing plant.

Definition of Terms

Bilingual Bicultural Education - A learning process which utilizes the student's native language and cultural factors in instruction, maintaining and further developing all the necessary skills in the student's native language and culture while introducing, maintaining and developing all the necessary skills in the second language and culture (Friesma, 1978, p. 8).

Bilingual Vocational Training - This provides underemployed or unemployed limited English speakers with job skills using both the languages of the learners and English. The learner's languages, used in the training to facilitate greater effectiveness in learning job skills, are gradually phased out as more and more English language skills are acquired (Development Associates, Inc., 1978, p. iii). This type of instruction uses the primary language to facilitate the acquisition of the target language. It also uses the first language, and then the target language, to teach other than language skills; it relies less on the first language as second language proficiency increases. In instances where the teacher is not bilingual, a bilingual teacher's aide/interpreter may be utilized (San Francisco Community College District, 1979, p. 5).

Concurrent VESL - Students receive Prevocational ESL and/or Occupation-Specific VESL instruction while they are simultaneously receiving vocational skill instruction (Hemphill, 1981, p. 6).

Culture - The learner's dominant behavioral patterns that are typical for his/her group or class, as determined by such factors as beliefs, traditions, and language (California Department of Education, 1974, p. 5).

Disadvantaged - Considered a hardcore unemployed person (California Employment Development Department, 1975, p. 76).

English-as-a-Second Language (ESL) - This is a linguistic technique designed to teach English language skills to students of limited English ability. It is usually taught for a specified number of hours each week. English is presented to limited English speaking students in much the same way as a foreign language is taught to English speaking students. The objective of this type of instruction is to make non-English speakers competent in English and, by this means to enable them to better function in American society successfully and happily. It is a program of structured language acquisition designed to teach English to students whose native language is not English. It is always a component of the bilingual program, but by itself does not constitute a bilingual program (Friesma, 1978, p. 8).

English Proficiency - This is an evaluated level of ability to speak, read and write English (Jolly, 1974, p. 25).

English Proficiency Test - This test is a diagnostic tool administered to determine level of English proficiency (Jolly, 1974, p. 15).

Entry Level - Describes a beginning job that requires little or no experience, but may require a minimum amount of training or education for the specific position (California Employment Development Department, 1981, p. S-44).

Labor Force - For Orange County, it's defined as civilian residents, aged 16 years and over, who are either employed or unemployed, but physically and mentally able to work (California Employment Development Department, 1981, p. S-44).

Limited English Proficient (LEP) - Individuals lacking a proficiency in English (Kremer, 1981, p. 7). Also known as Limited English Speaking (LES) (United States Congress, 1973). It may be further defined as individuals who were not born in the United States or whose native tongue is other than English and individuals who come from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language (Adams, 1979, p. 3, 4).

Minority - (1) Hispanic, (2) Black, Not Hispanic - a person having origins in any of the black racial groups of Africa, except those classified as Hispanic, (3) Other (races), Not Hispanic - a person not belonging to the White, Black, or Hispanic. This category includes Native Americans, Japanese, Pacific Islanders, Chinese, Filipino, Hawaiian, Korean, Southeast Asian, and Asian Indian (California Employment Development Department, 1981, p. 68).

NELB - Non-English Language Background (Rezabek, 1981, p. 11).

Occupation-Specific VESL - Students who already possess job skills in the specific occupation they practiced in their native country, but they need Occupation-Specific VESL, Vocational ESL, instruction in the language of their trade to make them employable in this country (Hemphill, 1981, p. 6).

Pre VESL - Students receive VESL instruction but no vocational skill instruction (Hemphill, 1981, p. 6).

Refugee - A person who is outside his/her country of

nationality (or habitual residence) who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. In some instances, persons within their own countries may be considered refugees (American Public Welfare Association, January 1981, p. 1).

Unemployment - The number of persons who do not work, who make specific efforts to find a job, and who are available for work (except for temporary illness) (California Employment and Development Department, 1981, p. 70).

Unemployment Rate - Unemployment divided by civilian labor force expressed as a percentage (California Employment Development Department, 1981, p. 70).

Vocational English-as-a-Second Language (VESL) - This type of instruction is provided in English and, like a traditional ESL class, develops listening, speaking, reading and writing skills. However, vocational ESL differs from ESL in that language objectives are contextualized into work-related situations; that the content used to teach language skills is vocationally oriented. The goal of this type of program is to achieve language and content goals concurrently, thus reducing time required for Limited English Speaking Ability students to overcome unemployment and underemployment (San Francisco Community College District, 1979, p. 5). It is the instruction of English, with emphasis on job specific vocabulary and comprehension (Crandall, July 1979, p. 1). Alternate terms for VESL: Vocational English, English for Specific Purposes (ESP), English for Science and Technology (EST), Manpower ESL, English for Occupational Purposes (EOP) (Kremer, January 1980, p. 4).

Worksite VESL - Students are already employed, probably in entry level jobs, but in order to improve performance or be promoted they need improved communication skills. Instruction may focus on occupation-specific terminology (Hemphill, 1981, p. 6).

Competencies Entry-Exit

To meet the language needs of the students and the language requirements of the vocational area, the Ilyin SSEL written and IOI oral tests were selected for use as pre-tests, progress tests and post-tests. The scores from these two examinations corresponded to levels determined in other ESL examination, English native language speaker examinations and Foreign Service Institute ratings (see Appendix C for an equivalency chart, Appendix D for the language ratings).

Competencies Entry-Exit

To meet the language needs of the students and the language requirements of the vocational area, the Ilyin STEL written and IOI oral tests were selected for use as pre-tests, progress tests and post-tests. The scores from these two examinations corresponded to levels determined in other ESL examination, English native language speaker examinations and Foreign Service Institute ratings (see Appendix C for an equivalency chart, Appendix D for the language ratings).

Specific English proficiency entry level prerequisites have been set as follows:

1. Pre-VESL enrollment requires a minimum score of 20 STEL Beginner and 20 IOI (high beginner); S-1, R-1 on the Foreign Service Institute Ratings (see Appendix D).

2. Concurrent VESL Business Skills enrollment requires a minimum score of 37 STEL Beginner Test and 30 or above on IOI (high intermediate). Or, on the STEL Intermediate Test, the individual is required to obtain an equivalency of the Beginner Test score, that is, 29 STEL Intermediate Test; S-2, R-2 level on the FSI Ratings (see Appendix D).

3. Concurrent VESL Machine Shop enrollment requires a minimum score of 37 STEL Beginner Test and 30 or above on IOI (high intermediate). Or, on the STEL Intermediate Test, the individual is required to obtain an equivalency of the 37 STEL Beginner Test score, that is 29 STEL Intermediate Test; S-2, R-2 level on the FSI Ratings (see Appendix D).

4. Since Industry VESL students were already employed, they are enrolled at their actual current level of English proficiency. These students are tested however, to provide a score for comparison purposes.

The Ilyin ELSA Test is used to help determine student progress (see Appendix C for equivalencies).

The Vocational English-as-a-Second Language approach was selected as a result of a thorough review of literature (see Bibliography and References). The VESL classes teach (a) general English and (b) vocational English in the job skill area of vocational terminology and interview terminology.

The name selected for the VESL program was WORLD (Work Oriented and Related Learning Development). These

VESL classes that run concurrently with the vocational training are designed to meet six hours per week and run concurrently with the vocational training program, five months duration or less, since the programs are open-ended. It is possible for the VESL students enrolled concurrently in VESL and job training to "test out" of the VESL class and attend the job training class full time. The requirements are:

1. (Concurrent VESL)Business Skills requires 30 or above on the STEL Advanced and 50 or above on the IOI. The student must be easily understood and be achieving acceptable work in the job training area. Full time job training without VESL is then possible.

2. (Concurrent VESL)Machine Shop requires 37 or above on the STEL Intermediate, 40 or above on the IOI, and acceptable work in the job training area. The student must have pronunciation that can be understood.

The Pre-VESL and Industry VESL have flexible scheduling depending on need, but generally six hours per week minimum.

Content Objectives

To meet the language needs of students with regard to vocational training programs and job orientation, the following content objectives of a VESL curriculum were met:

1. Prerequisites for entrance into the programs of Business Skills and Machine Shop were based on the prerequisites of those programs which had been designed prior to the development of the WORLD Program. These prerequisites allowed successful completion of said program by selected appropriate educational criteria (see Appendix A and Appendix B).

2. The minimum level of English proficiency was high intermediate, derived from the past experience of the instructors, as well as indicated by English proficiency experts such as Ilyin, who said that "most on-the-job training programs tend to select candidates with about a 300 to 400 level of English proficiency. Many companies require about a 400 level proficiency when hiring new employees for the type of job where oral communication with the public is limited" (see Appendix C for equivalencies between various methods of labeling English proficiency levels) (Ilyin, 1976), p. M5). The LEP students were referred to the supportive VESL class by the program coordinator of the vocational skill program (see Appendix E).

Textbooks

General ESL

ESL textbooks for general and survival English were selected. The textbook selection was guided by the information gathered through a review of literature (see Bibliography and Reference sections). These same ESL textbooks are used with all Pre-VESL, Concurrent VESL and Industry VESL classes since there is a graduation of books according to levels of difficulty. The textbooks selected are:

(1) Complete Course in English (Dixson, 1976). After reviewing this series, the books were selected to be used for general ESL because of clear grammatical explanations as well as emphasis on dialogue and, in conjunction with the accompanying tapes, would be very useful in listening and reading comprehension, as well as pronunciation. This series also has the same books available with the grammatical explanation translated into Spanish. These are used with students of that language group.

(2) Language Master Audio-Visual Instructional Program (Bell and Howell Audio-Visual Products Division, 1971). Selection was made because of the various applications employing different methods and modes of instruction possible. Individualization of instruction is possible through the use of language cards.

(3) English for a Changing World, 1-6 (Scott, Foresman and Company, 1979.). The addition of a series of workbooks and tapes which stress modern usage of everyday English is deemed essential.

Vocational ESL

Vocational English-as-a-Second Language textbooks were selected for both Pre-VESL and Concurrent VESL. To prevent a scarcity of appropriate VESL curriculum from negatively impacting the limited English speaker's ability to become employed persons in the Orange County labor market, some VESL core curriculum with occupational terminology was found as published material, while some has been developed.

Pre-VESL

Pre-VESL material from simple to complex which were selected are:

(1) Language Master Audio-Visual Instructional Program, Industrial Supplement (Bell and Howell Audio-Visual Products Division, 1971).

(2) Language Master Program Builder blanks for vocational vocabulary developed by WORLD Program.

(3) Slides, unpublished, developed by WORLD Program.

(4) English That Works (Savage, How and Yeung, 1980).

(5) Native Language Component (Chinatown Resource Development Center, 1979). Each unit has a supplement translated into six native languages. The units provide cultural notes which explain the "world of work" in the United States in the areas of "verbal communication (vocabulary and notional/functional items), non-verbal communication (body language), values and thinking patterns" (Savage, Yeung and How, 1979).

(6) It's Up To You (Dresner and Beck, 1980).

(7) Shop Made Easy (Cattaneo, 1971).

(8) Understanding Technical English 1, 2, 3 (Methold and Waters, 1980).

(9) English in Workshop Practice (Mountford, 1975).

(10) The Language of Accounting in English (Costinett, 1977).

(11) Filing Personal Names, Filing Business Names (Duchan and Schultheis, 1974).

(12) In-house developed typing instruction, basic in nature, some bilingual.

Concurrent VESL

Concurrent VESL instructional material for the more complex vocabulary needed for concurrent enrollment in vocational training programs of Machine Shop and Business Skills and the language component were either selected or developed by WORLD. Many actual textbooks from the job training program are used but supplemented with word lists and reinforced by means of VESL teaching techniques.

(1) Typing 75 Basic (Lloyd, Winger, Rowe, Poland, Hanson and Rossetti, 1979).

(2) Gregg Quick Filing Practice (Stewart and Kahn, 1979).

(3) Accounts Payable Clerk (Kirk, 1973).

(4) Accounts Receivable Clerk (Risser, 1973).

(5) Video taped lessons by WORLD Program.

(6) Slides developed by WORLD Program.

(7) Machining Fundamentals (Walker, 1977).

(8) English That Works (Savage, How and Yeung, 1980).

(9) Native Language Component (Chinatown Resource Development Center, 1979).

(10) Getting a Job Process Kit (Zedlitz, 1981).

Industry VESL

Industry or Worksite VESL instructional material was specifically designed for the industry-specific needs of the company employing the participants. These participants receive concurrent employment and language classes.

(1) On-site photographs by WORLD Program

(2) Strip Teaching Plans by WORLD Program

(3) How to Work or Communicate Series (de Recio, 1978).

(4) Video taped lessons by WORLD Program.

Please refer to Table 1 for the VESL Instructional Material developed by WORLD Program.

Table 1

VESL Instructional Material
Developed by W.O.R.L.D.

Components	Areas of Development										
	English Proficiency Evaluation Standards	Class Plans	Videotaped Demonstrations	Instructional Photographs	Strip Teaching Exercises	Role Playing Scenarios	Language Master Pronunciation Cards	Language Cassettes	Bilingual	Transparencies
COMPONENTS											
Machine Shop	X	X	X	X	X	X	X	X	X		
Business & Financial Occupations	X	X	X	X	X	X	X	X	X		
Electronics	X	X	X	X	X	X					
Medical-Clerical	X	X		X	X	X			X	X	
Industry Food Processing	X	X		X		X			X		
Career Planning	X	X	X	X		X			X		
English Proficiency Test	X			X						X	

Evaluation

Instructor Evaluation

Guidelines for instructor evaluation were adopted after research and a review of literature. Instructor evaluation can be done in two stages; in-class observations for some, while some criteria may be done without in-class observations (see Appendix F).

Supervisory Evaluation

Guidelines for supervisory evaluation were adopted in the same manner as above. Supervisory evaluation is based on the instructor evaluation criteria, however additional criteria are provided (see Appendix G).

Student Training Evaluation

As to the competency criteria for the job training classes, these vocational skills relevant to the area of study are tested regularly as determined by the vocational instructors. The VESL students, it should be noted, receive the same vocational training and are tested with the same vocational area tests as the English proficient students. This equal method prevents "benevolent rip-off" which is a tendency to award a good test result simply for "trying" and not based on set criteria. Evaluation of vocational area competency is demonstrated by competency in the vocational area as determined by students' acquisition of criteria-based certificates of completion.

Program Evaluation

A factor in deciding the program effectiveness is the percentage of students who find employment or return to school. The VESL students are expected to demonstrate the same positive terminations as the overall enrollment. Any failure on the part of the VESL students to meet the projected percentage of positive terminations (employed or returned to school), in the yearly review by the district, will automatically signal a revamping of the WORLD Program.

In-service meetings and procedures are an integral part of the WORLD Program (see Appendices H and I).

Daily lesson plans for each area of specialization were developed. Sample lesson plans have been included as Appendices (see Appendices N, O, P and Q).

Table 2

W.O.R.L.D. VESL Program Flow Chart

Participant Entry Flow Chart

STEL.....Structure Test-English Language IOI.....Ilyin Oral Interview Test

*STEL-Beg.Beginning

**STEL-Int.Intermediate

***STEL-Adv.Advanced

Recruitment was implemented with organized intake procedures. This is accomplished by linkage with assessment and recruitment centers, and by open enrollment (see Table 2).

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APPENDIX A

Business and Financial Occupations Course Prerequisites

The program coordinator for Business and Financial Occupations has prerequisites for entrance into the program. These prerequisites are:

1. Sufficient reading comprehension to interpret written directions and various kinds of information.

2. Sufficient ability with written language to record information accurately.

3. Sufficient mastery of mathematical operations through level grade seven.

4. The ability to relate effectively to staff members.

5. Absence of neurological or physical handicaps which would impede efficient performance.

6. Health status adequate to pass a physical examination as required by Health Code Facility.

7. Assessment of occupational aptitude and English competency level will be conducted. Level of English competency will be 37 or above on the standardized Ilyin Beginner STEL test or equivalent, with Concurrent VESL.

APPENDIX B

Production Machine Operator Course Prerequisites

The program coordinator for Production Machine Shop has prerequisites for entrance into the program of Production Machine Operator. These prerequisites are:

1. Be in good physical condition.

2. Have no history of back or orthopedic problems, allergies to oils and solvents, or addicted to any drugs which could cause him/her to be a hazard to himself/herself and those around him/her as he/she operates power machinery.

3. Have no hernia and possess sufficient strength to lift from 10 to 50 pounds continuously for eight hours a day.

4. Have vision correctable to acuity and clarity at 20 feet or more, and 20 inches or less in both eyes.

5. Have depth perception, three dimensional vision, to be able to judge distance and space relationships so as to see objects where and as they are.

6. Have appropriate manual and finger dexterity to manipulate small objects rapidly and accurately.

7. Possess adequate comprehension that will permit the acceptance of verbal or written instructions and to make judgements and apply reason.

8. Have a mechanical aptitude for machine shop as determined by an appropriate assessment instrument.

9. Have a sixth grade math and reading ability.

10. Have the desire to work inside in an environment that is noisy and poses some hazards to the eyes and fingers because of metal chips and sharp edges.

11. Assessment of English competency level will be conducted. Level of English competency will be 37 or above on the standardized Ilyin Beginning STEL, 29 or above on the Ilyin Intermediate STEL or equivalent (a written test). The English competency will be 30 or above on the Ilyin Oral Interview (IOI), which is rated as High Intermediate, or equivalent (a verbal test). These scores refer to enrollment with Concurrent VESL available.

APPENDIX C (a)

TABLE OF EQUIVALENCY SCORES[a] OF STUDENTS IN ADULT PROGRAM ESL[a] (revised March, 1978). Percent scores are in parentheses.

	On adult ESL tests				On college foreign student tests						On a native speaker test
In Adult	IOI[b] 50 item Raw scores: T = 100.	IOI[b] 30 item Raw scores: T = 60	STEL[c] 50 item forms used listed below Raw scores: T = 50.	EPT[d] 50 item forms used listed below Raw scores: T = 50.	TOEFL[e]	MTELP[f] Equated scores	ELI[f] aural	ELI[f] structure	CELT[g] listening	CELT[g] structure	RFU[h] Grades:
Beginning levels			B1 or 2	A or B							
100	(0-24)		0-19 (0-38)	0-19 (0-38)	Below 350 (College nil)						
200	(25-39)		20-29 (40-58)	20-29 (40-58)							
Intermediate levels											
300	(40-59)	20-29 (33-48)	30-37 (60-74) Over 37 and 11 or 2 0-29 (0-58)	30-37 (60-74) Over 37 and G or H	Below 425 (College Elementary)						2.9
400	(60-74)	30-39 (50-65)	30-37 (60-74)	0-19 (0-38)					(41)	(40)	3.5
Advanced levels			Over 37 and A1 or 2								
500	(75-100)	40-60 (67-100)	0-19 (0-38)	20-29 (40-58)	Below 500 (College Intermediate)				(48)	(46)	
600			20-40 (40-80)	30-50 (60-100)		54	59	64	(53)	(56)	7.0
End of 600						64	67	76	(63)	(64)	
College Preparatory Completion						73	76	82			

[a]Scores are for the beginning of each semester or learning period.

[a]Median is used to show central tendencies when ranges of scores are not given.

[b]Donna Ilyin, *Ilyin Oral Interview* (Rowley, Mass.: Newbury House, 1976).

[c]Jeanette Best and Donna Ilyin, *STEL Structure Tests, English Language* (Rowley, Mass.: Newbury House, 1976).

[d]Donna Ilyin, *EPT English Second Language Placement Tests, 100-200-300, A and B* (San Francisco: San Francisco Community College District, 1971). Donna Ilyin, Jeanette Best, and Virginia Biagi, *EPT English Second Language Placement Tests 400-500-600, G and H* (San Francisco: San Francisco Community College District, 1972).

[e]*TOEFL Test of English as a Foreign Language* (Princeton: College Entrance Examination Board and Educational Testing Service).

[f]John Upshur, Leslie Palmer, and David Harris, *MTELP, Michigan Test of English Language Proficiency* (Ann Arbor: English Language Institute, 1961-1964). Paul W. Pillsbury, Randolph Thrasher, and John Upshur, *ELI English Achievement Series* (Ann Arbor: English Language Institute, 1963).

[g]David P. Harris and Leslie A. Palmer, *CELT A Comprehensive English Language Test for Speakers of English as a Second Language* (New York: McGraw-Hill, 1971).

[h]Thelma Gwin Thurstone, *RFU Reading for Understanding Placement Test*, Revised Edition (Chicago, Ill.: Science Research Associates, 1969).

[i]Mean used to show central tendencies.

Source: Donna Ilyin, Ilyin Oral Interview. Rowley: Newbury House Publishers, 1976, p. 6.

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APPENDIX C(b)

Table of Equivalency Scores, ESL

TABLE OF EQUIVALENCY SCORES* OF STUDENTS IN ADULT PROGRAM ESL

	On adult ESL tests			
In Adult	IOI[b] 50 item Raw scores: T = 100.	IOI[b] 30 item Raw scores: T = 60.	STEL[c] 50 item forms used listed below Raw scores: T = 50.	EPT[d] 50 item forms used listed below Raw scores: T = 50.
Beginning levels			B1 or 2	A or B
100	(0-24)		0-19 (0-38)	0-19 (0-38)
200	(25-39)		20-29 (40-58)	20-29 (40-58)
Intermediate levels				
300	(40-59)	20-29 (33-48)	30-37 (60-74) Over 37 and I1 or 2 0-29 (0-58)	30-37 (60-74) Over 37 and G or H
400	(60-74)	30-39 (50-65)	30-37 (60-74)	0-19 (0-38)
Advanced levels			Over 37 and A1 or 2	
500	(75-100)	40-60 (67-100)	0-19 (0-38)	20-29 (40-58)
600			20-40 (40-80)	30-50 (60-100)
End of 600 College Preparatory Completion				

*Scores are for the beginning of each semester or learning period.

[a]Median is used to show central tendencies when ranges of scores are not given.

[b]Donna Ilyin, *Ilyin Oral Interview* (Rowley, Mass.: Newbury House, 1976).

[c]Jeanette Best and Donna Ilyin, *STEL: Structure Tests, English Language* (Rowley, Mass.: Newbury House, 1976).

[d]Donna Ilyin, *EPT: English-Second-Language Placement Tests, 100-200-300, A and B* (San Francisco: San Francisco Community College District, 1971). Donna Ilyin, Jeanette Best, and Virginia Bingi, *EPT: English-Second-Language Placement Tests 400-500-600, G and H* (San Francisco: San Francisco Community College District, 1972).

[e]*TOEFL: Test of English as a Foreign Language* (Princeton: College Entrance Examination Board and Educational Testing Service).

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Table of Equivalency Scores, ESL (continued)

Percent scores are in parentheses

On college foreign student tests					
TOEFL[a]	MTELP[f] Equated scores:	ELI[f] aural	ELI[f] structure	CELT[gi] listening	CELT[gi] structure
Below 350 (College nil)					
Below 425 (College Elementary)				(41)	(40)
Below 500 (College Intermediate)	54	59	64	(48) (53)	(46) (56)
	64 73	67 76	76 82	(63)	(64)

[f]John Upshur, Leslie Palmer, and David Harris, *MTELP, Michigan Test of English Language Proficiency* (Ann Arbor: English Language Institute, 1961-1964). Paul W. Pillsbury, Randolph Thrasher, and John Upshur, *ELI English Achievement Series* (Ann Arbor: English Language Institute, 1963).

[g]David P. Harris and Leslie A. Palmer, *CELT: A Comprehensive English Language Test for Speakers of English as a Second Language* (New York: McGraw-Hill, 1971).

[i]Thelma Gwin Thurstone, *RFU: Reading for Understanding Placement Test*, Revised Edition (Chicago, Ill.: Science Research Associates, 1969).

[l]Mean used to show central tendencies.

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Table of Equivalency Scores, ESL (continued)

Percent scores are in parentheses

On a native speaker test	Acquired language-Native speaker
RFU[h]	FSI*
Grades:	Language Proficiency Ratings
	S-1/R-1
2.9	
3.5	S-2/R-2
	S-3/R-3
7.0	
	S-4/R-4
	S-5/R-5

*Foreign Service Institute, U.S Department of State
Equivalency Levels estimated
North Orange County Community College District

Source: Donna Ilyin, Ilyin Oral Interview. Rowley: Newbury House Publishers, 1976, p. 6.

Foreign Service Institute, U. S. Department of State

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APPENDIX D

Language Proficiency Ratings

FOREIGN SERVICE INSTITUTE

SCHOOL OF LANGUAGE STUDIES

ABSOLUTE LANGUAGE PROFICIENCY RATINGS

The rating scales described below have been developed by the Foreign Service Institute to provide a meaningful method of characterizing the language skills of foreign service personnel of the Department of State and of other Government agencies. Unlike academic grades, which measure achievement in mastering the content of a prescribed course, the S-rating for speaking proficiency and the R-rating for reading proficiency are based on the absolute criterion of the command of an educated native speaker of the language.

The definition of each proficiency level has been worded so as to be applicable to every language; obviously the amount of time and training required to reach a certain level will vary widely from language to language, as will the specific linguistic features. Nevertheless, a person with S-3's in both French and Chinese, for example, would have approximately equal linguistic competence in the two languages.

The scales are intended to apply principally to government personnel engaged in international affairs, especially of a diplomatic, political, economic and cultural nature. For this reason heavy stress is laid at the upper levels on accuracy of structure and precision of vocabulary sufficient to be both acceptable and effective in dealings with the educated citizen of the foreign country.

As currently used, all the ratings except the S-5 and R-5 may be modified by a plus (+), indicating that proficiency substantially exceeds the minimum requirements for the level involved but falls short of those for the next higher level.

DEFINITIONS OF ABSOLUTE RATINGS

ELEMENTARY PROFICIENCY

S-1 Able to satisfy routine travel needs and minimum courtesy requirements. Can ask and answer questions on very familiar topics; within the scope of very limited language experience can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be

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understood by a native speaker used to dealing with foreigners attempting to speak the language; while topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at the S-1 level should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.

R-1 Can read simplest connected written material, authentic or especially prepared for testing. In a form equivalent to usual printing or typescript, can read either representations of familiar verbal exchanges or simple language containing only the highest frequency grammatical patterns and vocabulary items. Texts may include personal and place names, street signs, shop designations and office designations.

LIMITED WORKING PROFICIENCY

S-2 Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

R-2 Can read simple authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Can read uncomplicated but authentic prose on familiar subjects such as news items describing frequently occurring events, simple biographic information, social notices, formatted business letters and simple technical material written for the general reader. The prose is predominantly in familiar sentence patterns. Test candidates may need occasional prompting on a low frequency items.

PROFESSIONAL PROFICIENCY

S-3 Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular

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interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

R-3 Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field. Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms.

DISTINGUISHED PROFICIENCY

S-4 Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within the range of own personal and professional experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

R-4 Able to read all styles and forms of the language pertinent to professional needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all materials in own special field including official and professional documents and correspondence; can read reasonably legible handwriting without difficulty.

NATIVE OR BILINGUAL PROFICIENCY

S-5 Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

R-5 Reading proficiency equivalent to that of an educated native. Can read extremely difficult and abstract prose, as well as highly colloquial writings and the classic literary forms of the language. With varying degrees of difficulty can read all normal kinds of handwritten documents.

Inter-Agency Language Round Table
September 1979

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APPENDIX E

Student Referral Form

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Adult Education
Student Referral Form

Vocational English Second Language

Student's Name _____ Class Location _____

Address _____ Instructor _____

_____

Telephone No. _____

Enrollment Date _____

Date Completed _____

STEL Score _____ Vocational Terminology
Area of Specialization

Date Given _____

_____

_____

STEL Score _____ Student's Goal _____

Date Given _____

_____

_____

Comments: _____

_____

_____

_____

_____

_____

Copies distributed to:

_____ _____
(signature of instructor)

_____

_____ _____
(telephone number)

_____

Appendix F

Instructor Evaluation

The seventeen criteria for instructor evaluation are listed below. Criteria 1-9 and 16-17 can be evaluated without an in-class observation; criteria 10-15 require an in-class observation for their evaluation.

1. The instructor shall use objectives which are consistent with the official course outline. Deviations from the total course outline must be justified.

2. The instructor shall use objectives which are stated in measurable terms. That is, each objective should include an action verb that lends itself to evaluative activities.

3. The instructor shall give each student a syllabus for the course. The syllabus should include the course content by units with an approximate time schedule; schedules of assignments, labs, shop activities, and tests; attendance and grading policies; instructor's name, office number and hours, telephone number, texts; course prerequisites.

4. The instructor shall use a method of evaluation which assesses the degree to which the students have met the course objectives. That is, the evaluation activities should be directly related to the action verbs of the objectivities.

5. The instructor shall evaluate the students often enough to assess their progress in achieving objectives so that teaching strategies can be adjusted if necessary.

6. The instructor shall use evaluations as a teaching tool. That is, evaluations should be reviewed with the students so that the students are informed of their progress and some method or methods should be suggested to help students remedy their deficiencies.

7. The course objectives shall be achieved by a reasonable proportion of students. Indicate what percent of the entering students are achieving the course objectives at a minimum level.

8. The instructor shall be available to tutor and counsel students. Adequate office hours shall be maintained for that purpose.

9. The instructor shall keep accurate records of students attendance and progress and shall submit them on class cards before the deadline for each grading period.

10. The instructor shall communicate the objectives for each class session or unit to the students. The communication can be either oral or written.

11. The instructor shall use learning activities which are appropriate for achieving the objectives.

12. The instructor shall design and present instructional material in an organized, clear, and understandable manner regardless of the method of instruction used.

13. The instructor shall use learning activities that keep the students actively involved in the learning process.

14. The instructor shall be efficient in using time. The instructor shall be present during the class period, and class time is to be used to meet the objectives for that period. Classes should begin and end on time. Laboratory and shop activities should be prepared in advance. Teaching aids which are to be used should be on hand and in proper working order.

15. The instructor shall deal with the students in a professional manner.

16. The instructor shall participate in department and division work such as meetings, committees, textbook adoptions, catalog revisions, annual reports, budgets, inventories, recruiting efforts, etc.

17. The instructor shall maintain satisfactory certification status (Samuels, 1980, pp. 1, 2).

APPENDIX G

Supervisory Evaluation

Supervisory evaluation shall be based on the Instructor Evaluation criteria.

1. Procedure for Supervisory Evaluation
   The procedure for supervisory evaluation shall include an initial conference, an in-class observation and an assessment conference.

   a. Initial Conference

      The initial conference is a meeting between the supervisor and the instructor to discuss the instructor's preparation, objectives, learning activities, method of evaluation, typical results, and department and division efforts, and to determine which of these areas will be stressed during the evaluation. The supervisor shall notify the instructor of the initial conference.

      The instructor shall bring to the initial conference a sample of objectives (daily or unit), instructional and evaluation materials related to these objectives, and some documentation of typical student achievement of those objectives. During the initial conference, arrangements shall be made for an in-class observation and an assessment conference shall be scheduled. The in-class observation may be scheduled or unscheduled. If unscheduled, the visitation shall occur within thirty (30) calendar days of the initial conference.

      After the initial conference, the supervisor shall complete items 1-9 and 16-17 on the assessment form.

   b. In-Class Observation

      During the in-class observation, the supervisor must make his presence known to the instructor. Following the in-class observation, the supervisor shall complete items 10-15 on the assessment form.

   c. The Assessment Conference

      The assessment conference is a meeting between the supervisor and the instructor for review and discussion of the assessment form. This confer-

ence is to take place within ten (10) working days after the classroom visitation. Based on the information obtained from the initial conference, the in-class observation, and assessment conference, the supervisor shall complete an Action Plan for the instructor.

The first part of the Action Plan applies to all instructors because it deals with normal professional growth. The supervisor and instructor shall mutually agree upon an action plan to encourage professional growth and improve instruction. Such a plan shall be written, directly related to criteria for evaluation, and may involve members of other school resources.

The second part of the Action Plan applies to only some instructors because it deals with below-criterion performance(s). When a supervisor determines that an instructor's performance is below-criterion, the supervisor shall submit an action plan to the instructor. Such a plan shall be written and shall:

1. Identify the below-criterion performance that needs immediate improvement.
2. Identify specific strategies for the needed improvement(s).
3. Provide ample time and means for the instructor to demonstrate the needed improvement(s).

This plan shall also be directly related to the criteria for evaluation and may involve members of other school resources.

2. Frequency of Supervisory Evaluation

Supervisory evaluation as described above shall occur once each school year for all regular faculty with at least a fifty percent (50%) teaching load. Follow-up conferences and observations may be necessary to review concerns identified in the initial conference or observation.

3. Results of Supervisory Evaluation

The results of supervisory evaluation provide the instructor, the supervisor, and the district with an assessment of the instructor's performance. The supervisor and instructor shall each retain a copy of the evaluation results, and a copy will be put in the instructor's personnel file (Samuels, 1980, pp. 2-4).

APPENDIX H

WORLD VESL IN-SERVICE

People Present:

People Absent:

Agenda: 1) Reports, 2) Presentation of Plans, 3) Discussion of Plans, 4) Problems, 5) General

Notes:

Other:

APPENDIX I

Attendance and English Proficiency Test Scores

North Orange County Community College District - Adult Education Division SCHOOL YEAR: 19___/19___

ATTENDANCE AND ENGLISH PROFICIENCY TEST SCORES - STEL, IOI

Course No. Course Title Instructor (print)

TERM: Fall Winter Spring Summer

SEMESTER: Fall Spring (Circle one)

Class Meets: (Circle) M T W Th F S Hours: From _____ To _____

Students' Names (alphabetically) Last First M.I.	Enrollment Score	End of Term Score	Attendance	Termination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

This completed form is to be turned in at the conclusion of each term

I certify that the above information is true and correct to the best of my knowledge.

_____
Instructor's Signature

BEST COPY AVAILABLE

APPENDIX J

Pre-VESL Plan of Instruction

CLASS Pre-VESL: Job Specific/Business Preparation INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 9-12	Complete Course of English Book 1 and 2	Grammar, Spelling, Reading Comprehension.	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 9-12	It's Up to You English That Works Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work"	Practical Applications
Wed. 9-12	VESL Typing (In-house work) VESL Ten-Key (In-house work) Filing Personal, Business Language of Acct. in Eng.	Job-Specific English, Vocational Skill Introduction	Vocational Area Skill Test Practical Application Vocational Conversations
Thurs 9-12	Language Master Cards Complete Course of English, Tapes 1 and 2 English for a Changing World, Tapes, Workbooks	Auditory Comprehension, Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook Exercises; Role Playing; Videotaped Role Playing

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APPENDIX J (continued)

Pre-VESL Plan of Instruction

CLASS Pre-VESL: Job Specific/Machine Shop Preparation INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 9-12	Complete Course of English Book 1 and 2	Grammar, Spelling, Reading Comprehension	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 9-12	It's Up to You English That Works Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work"	Practical Applications
Wed. 9-12	Shop Made Easy Understanding Technical English English in Workshop Practice	Job-Specific English	Vocational Conversations
Thurs. 9-12	Language Master Cards Complete Course of English, Tapes English for a Changing World, Tapes, Workbooks	Auditory Comprehension Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook Exercises; Role Playing; Videotaped Role Playing

APPENDIX K

Concurrent VESL General Plan of Instruction

CLASS Concurrent VESL/Business Skills INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 10-12	Complete Course of English Book 2, 3 and 4	Grammar, Spelling, Reading Comprehension	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 10-12	Typing 75 Basic Gregg Quick Filing Practice Accounts Payable, Receivable In-House Developed Material	Production Typing, Speed; Office Filing Systems; Accounting Accuracy; Appropriate Word Lists and Correct Usage	Vocational Class Tests and Certificates of Completion
Wed. 10-12	Language Master Cards Complete Course of English, Tapes 2, 3 and 4 English for a Changing World, Tapes, Workbooks	Auditory Comprehension, Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook Exercises; Role Playing; Videotaped Role Playing
Thurs 10-12	Getting a Job Process Kit Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work	Practical Applications

APPENDIX L

Concurrent VESL General Plan of Instruction

CLASS Concurrent VESL/Machine Shop INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 1-3	Complete Course of English Book 2, 3 and 4	Grammar, Spelling, Reading Comprehension	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 1-3	Machining Fundamentals In-House Developed Material In-House Strip Teaching Material	Vocational Area Terminology and Production Machine Operation, Appropriate Word Lists and Correct Usage	Vocational Class Tests and Certificates of Completion
Wed. 1-3	Language Master Cards Complete Course of English, Tapes 2, 3 and 4 English for a Changing World, Tapes, Workbooks	Auditory Comprehension, Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook Exercises; Role Playing; Videotaped Role Playing
Thurs 1-3	Getting A Job Process Kit Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work"	Practical Applications

APPENDIX M

Industry VESL General Plan of Instruction

CLASS Industry VESL INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 4-6	Complete Course of English Book 1, 2, 3 and 4	Grammar, Spelling, Reading Comprehension	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 4-6	It's Up to You English That Works Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work"	Practical Applications
Wed. 4-6	How to Work or Communicate Series In-House Developed Material	Worksite Specific English, Career Advancement Terminology	Practical Applications, Worksite Conversations
Thurs 4-6	Language Master Cards Complete Course of English, Tapes 1, 2, 3 and 4 English for a Changing World, Tapes, Workbooks	Auditory Comprehension, Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook

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APPENDIX N

Pre-VESL Daily Lesson Plan

SESSION # 17 (Monday)

TOPIC:

General English

Complete Course of English, Book 1, Lesson 5

1. Infinitives
2. Present Tense
3. Object Pronouns

OBJECTIVE:

1. Group Dialogue
2. Grammar and Usage
3. Reading and Conversation
4. Pronunciation
5. General Vocabulary

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 33 and 34

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX N (continued)

Pre-VESL Daily Lesson Plan

SESSION #18 (Tuesday)

TOPIC:

General Vocational English
English That Works, Book 1

OBJECTIVE:

1. Filling out forms
2. Conversation
3. Reading and writing
4. Personal Data

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 35 and 36

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Application Forms

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Check completed application forms

APPENDIX N (continued)

Pre-VESL Daily Lesson Plan

SESSION #19 (Wednesday) Business Skills Preparation

TOPIC:

Filing Personal Names, Part 2, Section 1

OBJECTIVE:

1. Filing first names
2. Filing last names

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 37 and 38

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX N (continued)

Filing Personal Names Word List

first name
given name
last name
surname
maiden name
middle name
alphabet
alphabetical order
file papers
according to
index the names
unit
part of a name
indexing order
unarranged
arranged
indexed names
separated from
comma
don't forget
at the right
at the left

correctly
incorrectly
before
after
above
below
filing cabinet
check mark

APPENDIX N (continued)

Pre-VESL Daily Lesson Plan

SESSION #19 (Wednesday) Machine Shop Preparation

TOPIC:

English in Workshop Practice, Unit 2
"Micrometer"

OBJECTIVE:

1. Contextual reference
2. Rephrasing, conversation
3. Description of a micrometer through the selection of words from alternatives.
4. Description of objects in terms of their main parts and construction
5. Re-ordering of sentences to build descriptive paragraphs
6. Definitions plus descriptions of objects
7. Passive Voice

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
book 1, pages 37 and 38

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX N (continued)

Micrometer Word List

instrument
threads per inch
pitch
cylindrical
semi-circle
precision
diameter
screw thread
lock nut
anvil
barrel
attached
locked
turned
stationary nut
rotated
revolution
distance
thimble
dimensions
circle
to the end of
at the end of

circular
round
flat
curved
rectangular
conical
square
pointed ends
side
surface
end
base
top
bottom

APPENDIX N (continued)

Pre-VESL Daily Lesson Plan

SESSION #20 (Thursday)

TOPIC:

Language Laboratory
Language Master Cards: prepared
in-house developed
Complete Course of English, Tapes, Book 1
English for a Changing World, Tapes, Book 1

OBJECTIVE:

1. Conversation
2. Auditory comprehension
3. Pronunciation
4. Reinforce previous lessons

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 49 and 50

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Conversation, individual and group
2. Workbook exercises
3. Role playing
4. Videotaped role playing

APPENDIX O

Concurrent VESL Business Skills Daily Lesson Plan

SESSION #17 (Monday)

TOPIC:

Complete Course of English, Book 3, Lesson 1

1. Tag endings
2. Negative questions
3. Replies

OBJECTIVE:

1. Grammar and usage
2. Reading and conversation

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 3, pages 1 and 2

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX O (continued)

Concurrent VESL Business Skills Daily Lesson Plan

SESSION #18 (Tuesday)

TOPIC:

Typing 75 Basic, pages 9-18

OBJECTIVE:

1. "Typing" vocabulary
2. Auditory comprehension
3. Vocabulary used in correct sentences
4. Reading comprehension
5. Ability to follow directions

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 3, pages 3 and 4

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Correct usage of words in sentences

APPENDIX O (continued)

Typing Word List for Lesson 18

key
space bar
carriage, carrier
advances one space
same size, uniform
different size
every fifth space
wide
width
long
length
high
height
equal amount
crease the center
engage
slid
slide
production assignments
decide, decisions
standard 8 1/2" x 11" paper
5 x 6 = 30

1 1/2 spacing
1/4, 3/4, 1/3, 5/6, 8 9/10
place, replace
indent
standard size
off size
biweekly
weekly
daily
single spacing
double spacing
triple spacing
vertical
horizontal
mechanism

APPENDIX O (continued)

Concurrent VESL Business Skills Daily Lesson Plan

SESSION #19 (Wednesday)

TOPIC:

Language Laboratory
Language Master Cards: prepared
in-house developed
Complete Course of English, Tapes, Book 3
English for a Changing World, Tapes, Book 3

OBJECTIVE:

1. Conversation
2. Auditory comprehension
3. Pronunciation
4. Reinforce previous lessons

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 3, pages 5 and 6

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Conversation, individual and group
2. Workbook exercises
3. Role playing
4. Videotaped role playing

APPENDIX O (continued)

Concurrent VESL Business Skills Daily Lesson Plan

SESSION #20 (Thursday)

TOPIC:

General Vocational English
Getting a Job Process Kit, page 8

OBJECTIVE:

1. Employment Application
2. Filling out forms

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 3, pages 7 and 8

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Application forms

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Check completed applications and forms

APPENDIX P

Concurrent VESL Machine Shop Daily Lesson Plan

SESSION # 17 (Monday)

TOPIC:

Complete Course of English
Book 2, Lessons 5 and 6

1. Present Perfect Tense
2. Position of Adverbs
3. Present Perfect Tense: Negative and Question

OBJECTIVE:

1. Group dialogue
2. Grammar and usage
3. Reading and conversation
4. Pronunciation
5. General vocabulary

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 2, pages 17 and 18

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX P (continued)

Concurrent VESL Machine Shop Daily Lesson Plan

SESSION #18 (Tuesday)

TOPIC:

Machining Fundamentals, page 95
"Drilling"

OBJECTIVE:

1. "Drilling" vocabulary
2. Auditory comprehension
3. Vocabulary used in correct sentences
4. Reading comprehension
5. Ability to follow directions

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 2, pages 19 and 20

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Correct usage of words in sentences

APPENDIX P (continued)

Drilling Word List for Lesson 18

variable speed control	numbers
depth stop	letters
power feed	inches
feed handle	fractions
spindle	metric
table	diameter stamped on shank
base	drill is worn
table lift crank	point
to crank	center
head locks	axis
power-driven	lips
cutting instrument	heel
drilled	lip clearance
cutting round holes	shank: straight, tapered
shaved	self-holding
ground	tang
rotating	slot
largest diameter	flutes
circular piece	grooves
drilled on center	coolant
spiral shape	lubricant
drill sizes	margin

APPENDIX P (continued)

Concurrent VESL Machine Shop Daily Lesson Plan

SESSION #19 (Wednesday)

TOPIC:

Language Laboratory
Language Master Cards: prepared
in-house developed
Complete Course of English, Tapes, Book 2
English for a Changing World, Tapes, Book 2

OBJECTIVE:

1. Conversation
2. Auditory comprehension
3. Pronunciation
4. Reinforce previous lessons

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 2, pages 21 and 22

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Conversation, individual and group
2. Workbook exercises
3. Role playing
4. Videotaped role playing

APPENDIX P (continued)

Concurrent VESL Machine Shop Daily Lesson Plan

SESSION #20 (Thursday)

TOPIC:

General Vocational English
Getting a Job Process Kit, page 17

OBJECTIVE:

1. Do's and Don'ts during an interview
2. Questions to ask during the interview
3. Questions commonly asked in an interview

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 2, pages 23 and 24

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. List of commonly asked questions in interviews

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Interview practice
4. Videotaped interviews and critiques

APPENDIX Q

Industry VESL Daily Lesson Plan

SESSION #17 (Monday)

TOPIC:

Complete Course of English, Book 1, Lesson 5

1. Infinitives
2. Present Tense
3. Object Pronouns

OBJECTIVE:

1. Group dialogue
2. Grammar and usage
3. Reading and conversation
4. Pronunciation
5. General vocabulary

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 33 and 34

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX Q (continued)

Industry VESL Daily Lesson Plan

SESSION #18 (Tuesday)

TOPIC:

General Vocational English
English That Works, Book 1

OBJECTIVE:

1. Filling out forms
2. Conversation
3. Reading and writing
4. Personal data

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 35 and 36

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Assorted forms, i.e., tax forms

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Check completed assorted forms

APPENDIX Q (continued)

Industry VESL Daily Lesson Plan

SESSION #19 (Wednesday)

TOPIC:

How to Work or Communicate Series
Common Phrases: in-house developed

OBJECTIVE:

1. Group dialogue
2. Advancement vocabulary
3. Asking questions on the job

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 37 and 38

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Use of words from list correctly

APPENDIX Q (continued)

Industry VESL Word List for Lesson 19

Give me...
Give it to me...
Bring me...
Bring it to me...
Hurry up!
It's important.
It is...
Is it...?
There is...
There are...
Is there...?
Are there...?
I'd like...
at work
on time
in the office
to work
from home
inside the plant
outside the plant
before (time)
before (place)

time card
time clock
Pin Picker Machine
Meal Grinder Machine
Blancher
Sorter
Grader
Glue Gun
Roaster
Electronic Sorter
quality control
lift truck
control panel
safety rail
storage tank
conveyor belt
picking table
sorting belt

APPENDIX Q (continued)

Industry VESL Daily Lesson Plan

SESSION #20 (Thursday)

TOPIC:

Language Laboratory
Language Master Cards: prepared
in-house developed
Complete Course of English, Tapes, Book 1
English for a Changing World, Tapes, Book 1

OBJECTIVE:

1. Conversation
2. Auditory comprehension
3. Pronunciation
4. Reinforce previous lessons

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 39 and 40

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Conversation, individual and group
2. Workbook exercises
3. Role playing
4. Videotaped role playing